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AUTHOR Blair, William Owen; And Others
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ABSTRACT

The dance education competencies presented in this guide are intended to be statements of ability that can be expected at certain stages of a child's development which can be observed and are sequential in nature. The competencies may be used as tools by which curriculum decisions can be made; however, they may be revised and adjusted to reflect the changing abilities of students. Competency statements are made for the following areas of dance education: (1) body awareness; (2) rhythm; (3) spatial awareness; (4) locomotor patterns; (5) self exploration/improvisation; (6) choreography; (7) social interaction; (8) fitness; (9) knowledge; (10) aesthetic appreciation; and (11) cultural awareness. (JD)

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NEW MEXICO

DANCE EDUCATION COMPETENCIES

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FOR GRADES 3, 5, 8 AND SCHOOL EXIT LEVEL

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Judith Paiz
Assistant Director, Elementary/Secondary Education Unit

Developed by

William Owen Blair, Ph.D.
Specialist, Health Education and Physical Education
Chairperson, Dance Education Competencies Development Task Force

and the
Dance Education Competencies Development Task Force
(see next page)

August, 1985

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DANCE EDUCATION COMPETENCIES DEVELOPMENT TASK FORCE

Susan Becker
H.P.E.R. Department
The University of New Mexico
Albuquerque, NM 87131

Dr. Nancy Carleton
H.P.E.R. Department
The University of New Mexico
Albuquerque, NM 87131

Bill Glen
Military Heights Elem. School
1900 North Michigan
Roswell, NM 88201

Sally Gregory
Silver Consolidated Schools
Bin 1060
Silver City, NM 88061

Marjory Marsh
H.P.E.R. Department
University of New Mexico
Albuquerque, NM 87131

Jennifer Predock-Linnell
College of Fine Arts
The University of New Mexico
Albuquerque, NM 87131

Jettye Sparlin
Sandia High School
7801 Candelaria NE
Albuquerque, NM 87110

Rudy Ulibarri
Harrison Middle School
3912 Isleta SW
Albuquerque, NM 87105

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ABOUT THE COMPETENCIES

The competencies will appear in two formats on the following pages:

Format 1

Body Awareness	Grades 3,5,8 and Exit
Rhythm	Grades 3,5,8 and Exit
Spatial Awareness	Grades 3,5,8 and Exit
Locomotor Patterns	Grades 3,5,8 and Exit
Self Exploration/Improvisation	Grades 3,5,8 and Exit
Choreography	Grades 3,5,8 and Exit
Social Interaction	Grades 3,5,8 and Exit
Fitness	Grades 3,5,8 and Exit
Knowledge	Grades 3,5,8 and Exit
Aesthetic Appreciation	Grades 3,5,8 and Exit
Cultural Awareness	Grades 3,5,8 and Exit

Format 2

Grade 3 - Body Awareness, Rhythm, Spatial Awareness, Locomotor Patterns, Self Exploration/Improvisation, Choreography, Social Interaction, Fitness, Knowledge, Aesthetic Appreciation and Cultural Awareness.

Grade 5 - Body Awareness, Rhythm, Spatial Awareness, Locomotor Patterns, Self Exploration/Improvisation, Choreography, Social Interaction, Fitness, Knowledge, Aesthetic Appreciation and Cultural Awareness.

Grade 8 - Body Awareness, Rhythm, Spatial Awareness, Locomotor Patterns, Self Exploration/Improvisation, Choreography, Social Interaction, Fitness, Knowledge, Aesthetic Appreciation and Cultural Awareness.

EXIT - BODY AWARENESS, RHYTHM, SPATIAL AWARENESS, LOCOMOTOR PATTERNS, SELF EXPLORATION/IMPROVISATION, CHOREOGRAPHY, SOCIAL INTERACTION, FITNESS, KNOWLEDGE, AESTHETIC APPRECIATION, AND CULTURAL AWARENESS.

*Competencies Are

- Statements of ability
- Checkpoints/benchmarks
- Continuous (They are maintained and extended)
- Expectations for a specific level
- Sequential
- Tools by which curriculum decisions can be made
- Revised and adjusted to reflect changes according to collected data
- Observable behaviors

Competencies Are Not

- Lesson plans
- The responsibility of only one teacher or grade level
- Always attained by every student
- Minimal expectations
- Methods for labeling teachers, students, or programs as failures
- Confining/limiting (they do not take decision making, teaching method selection, or individuality away from teachers)
- Evaluated only by paper/pencil

Many people, lessons and programs (as well as the students' personal effort) assist students to reach a particular competency level; and then, that level should be maintained as well as extended to a higher level of competency.

* Thanks to Sharon Starr Morris, SDE Educationalist and Chair of the Language Arts Competencies Development Committee and members of this committee.

Educational Standard A.4.1.4,b. in Educational Standards for New Mexico Schools, July 1985, states that:

> "each student's instructional program shall include but not necessarily be limited to ... fine arts..."

Educational Standard A.4.1.1 specifically states that:

> "The written curriculum of each district, school, and program shall:
>
> a. Be based upon an assessment of instructional and program needs.
>
> b. Specify student competencies expected at identified points during the program.
>
> c. Address, but not necessarily be limited to, the competencies and disciplines identified in Educational Standards A.4.1.3 and A.4.1.4 and the New Mexico Basic Skills Plan.
>
> d. Define the sequential progression of competencies to be attained in each program.
>
> e. Provide for the evaluation of student performance both during and upon completion of the program."

The exit competencies, developed by a state-wide task force of professionals, have been adopted by the State Board of Education and shall be the basis from which a school district shall plan its K-12 program and shall be used to evaluate student performance both during and upon completion of the K-12 program. The exit competencies are required when Dance is selected as the Fine Arts or Practical Arts program of choice within the Fine Arts or Practical Arts requirement and will appear in all capital letters in this publication. These exit competencies also appear as a part of Educational Standards for New Mexico Schools.

The following grade level competencies are only suggested. They have been developed to assist a school district in meeting Educational Standards A.4.1.1, b, d, and e; however, a school district can specify its own checkpoints and develop its own sequential progression of grade level competencies leading to the required exit competencies.

THE EXIT COMPETENCIES

BODY AWARENESS

THE STUDENT SHALL:

1. RECOGNIZE INDIVIDUAL ABILITIES AND ADJUST TO LIMITATIONS THROUGH DANCE MOVEMENT.

RHYTHM

THE STUDENT SHALL:

2. DISCRIMINATE BETWEEN RHYTHMICAL PATTERNS WHEN RESPONDING TO, PARTICIPATING IN, AND/OR PERFORMING DANCE MOVEMENT.

SPATIAL AWARENESS

THE STUDENT SHALL:

3. DEMONSTRATE AN APPROPRIATE USE OF SPACE DURING A VARIETY OF DANCE EXPERIENCES.

LOCOMOTOR PATTERNS

THE STUDENT SHALL:

4. CREATE AND PERFORM DANCE COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS.

SELF EXPLORATION/IMPROVISATION

THE STUDENT SHALL:

5. IMPROVISE TO SPECIFIC INSTRUCTIONS BOTH INDIVIDUALLY AND IN GROUPS.

CHOREOGRAPHY

THE STUDENT SHALL:

6. DEVELOP AN ORIGINAL DANCE USING THE ELEMENTS OF CHOREOGRAPHY.

SOCIAL INTERACTION

THE STUDENT SHALL:

7. DISPLAY INTERPERSONAL RELATIONSHIPS IN DANCE ACTIVITIES.

FITNESS

THE STUDENT SHALL:

8. EXHIBIT DANCE RELATED SKILLS IN ORDER TO EXPERIENCE LIFETIME DANCE PARTICIPATION AS A MEANS OF FITNESS.

KNOWLEDGE

THE STUDENT SHALL:

9. DEVELOP SELF AND GROUP EVALUATION SKILLS RELATED TO DANCE.

AESTHETIC APPRECIATION

THE STUDENT SHALL:

10. APPRECIATE DANCE AS A PERFORMER AND AS A SPECTATOR.

CULTURAL AWARENESS

THE STUDENT SHALL:

11. IDENTIFY THE ROLE OF DANCE IN CONTEMPORARY CULTURE FOR LEISURE TIME PURSUITS, HEALTH, AND SOCIAL ACTIVITIES.

DANCE EDUCATION COMPETENCIES: FORMAT 1

Body Awareness

Grade 3 Competencies

The student shall:

1. explore sight, sound, tactile, and kinesthetic experiences within movement.

Grade 5 Competencies

The student shall:

1. experience and demonstrate the contrast between isolated and whole body movement.

Grade 8 Competencies

The student shall:

1. refine and exhibit proper body mechanics in performing a variety of dance skills.

EXIT COMPETENCIES

THE STUDENT SHALL:

1. RECOGNIZE INDIVIDUAL ABILITIES AND ADJUST TO LIMITATIONS THROUGH DANCE MOVEMENT.

Rhythm

Grade 3 Competencies

The student shall:

2. explore internal rhythms of the body through movement.

   respond to the underlying beat in a variety of rhythmic expressions.

Grade 5 Competencies

The student shall:

2. demonstrate the ability to move with rhythm and change rhythm based on varied meter and tempo.

Grade 8 Competencies

The student shall:

2. design and reproduce rhythmic combinations using voice, body, and/or equipment.

EXIT COMPETENCIES

THE STUDENT SHALL:

2. DISCRIMINATE BETWEEN RHYTHMICAL PATTERNS WHEN RESPONDING TO, PARTICIPATING IN, AND/OR PERFORMING DANCE MOVEMENT.

Spatial Awareness

Grade 3 Competencies

The student shall:

3. explore body movements in personal space, in contained space, and in the space of others.

   investigate body shapes, lines, angles, and curves while exploring spatial concepts.

Grade 5 Competencies

The student shall:

3. through problem solving activities, expand the concepts of spatial awareness and designs.

Grade 8 Competency

The student shall:

3. incorporate space into creative explorations and dance performance.

EXIT COMPETENCIES

THE STUDENT SHALL:

3. DEMONSTRATE AN APPROPRIATE USE OF SPACE DURING A VARIETY OF DANCE EXPERIENCES.

Locomotor Patterns

Grade 3 Competencies

The student shall:

4. demonstrate the eight basic locomotor movements.

   experience the developmental stages of axial body movement and natural body coordination.

Grade 5 Competencies

The student shall:

4. demonstrate the ability to combine locomotor movements and axial patterns into short sequences.

Grade 8 Competencies

The student shall:

4. apply locomotor and axial combinations within selected dance forms.

EXIT COMPETENCIES

THE STUDENT SHALL:

4. CREATE AND PERFORM DANCE COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS.

Self Exploration/Improvisation

Grade 3 Competencies

The student shall:

5. create a variety of movements through repetitive improvisation.

   experience ideas and emotions contained in songs, poems, or stories.

Grade 5 Competencies

The student shall:

5. combine various dance elements through improvisation.

Grade 8 Competencies

The student shall:

5. portray ideas and feelings through movement using improvisation.

EXIT COMPETENCIES

THE STUDENT SHALL:

5. IMPROVISE TO SPECIFIC INSTRUCTIONS BOTH INDIVIDUALLY AND IN GROUPS.

Choreography

Grade 3 Competencies

The student shall:

6. explore and create a variety of repetitive movements.

Grade 5 Competencies

The student shall:

6. compose and learn short sequences or phrases of movement.

Grade 8 Competency

The student shall:

6. create short dance studies based on a definite problem.

EXIT COMPETENCIES

THE STUDENT SHALL:

6. DEVELOP AN ORIGINAL DANCE USING THE ELEMENTS OF CHOREOGRAPHY.

Social Interaction

Grade 3 Competencies

The student shall:

7. experience cooperation through movement activities related to self, others, and the environment.

Grade 5 Competencies

The student shall:

7. recognize dance as a form of communication.

Grade 8 Competencies

The student shall:

7. show an increased awareness and respect for others while participating, performing, or observing.

EXIT COMPETENCIES

THE STUDENT SHALL:

7. DISPLAY INTERPERSONAL RELATIONSHIPS IN DANCE ACTIVITIES.

Fitness

Grade 3 Competencies

The student shall:

8. demonstrate increased strength, flexibility, coordination, and cardiovascular endurance through dance movement.

Grade 5 Competencies

The student shall:

8. participate in and experience a variety of individual and group fitness options.

Grade 8 Competencies

The student shall:

8. integrate proper body mechanics and safety while experiencing dance related fitness options in educational, social, or personal leisure time activity.

EXIT COMPETENCIES

THE STUDENT SHALL:

8. EXHIBIT DANCE RELATED SKILLS IN ORDER TO EXPERIENCE LIFETIME DANCE PARTICIPATION AS A MEANS OF FITNESS.

Knowledge

Grade 3 Competencies

The student shall:

9. demonstrate an understanding of dance vocabulary.

Grade 5 Competencies

The student shall:

9. accurately describe segments of movement steps and patterns through verbal and written expressions.

Grade 8 Competency

The student shall:

9. identify characteristics of dance styles and discriminate between rhythm variations, spatial interactions, and daily applications of dance movement.

EXIT COMPETENCIES

THE STUDENT SHALL:

9. DEVELOP SELF AND GROUP EVALUATION SKILLS RELATED TO DANCE.

Aesthetic Appreciation

Grade 3 Competencies

The student shall:

10. develop an appreciation for dance through movement experience.

    experience the joy of creative and uninhibited movement.

Grade 5 Competencies

The student shall:

10. perceive and value originality in dance compositions, recognizing the uniqueness of oneself and others.

Grade 8 Competencies

The student shall:

10. demonstrate skills of constructive criticism by making judgements about the aesthetic quality of dance works.

EXIT COMPETENCIES

THE STUDENT SHALL:

10. APPRECIATE DANCE AS A PERFORMER AND AS A SPECTATOR.

Cultural Awareness

Grade 3 Competencies

The student shall:

11. experience a variety of cultural styles in dance.

Grade 5 Competencies

The student shall:

11. recognize dance as a vehicle for cultural expression.

Grade 8 Competencies

The student shall:

11. associate cultural characteristics with a variety of dance styles, personalities, costumes, and techniques.

EXIT COMPETENCIES

THE STUDENT SHALL:

11. IDENTIFY THE ROLE OF DANCE IN CONTEMPORARY CULTURE FOR LEISURE TIME PURSUITS, HEALTH, AND SOCIAL ACTIVITIES.

DANCE EDUCATION COMPETENCIES: FORMAT 2

DANCE EDUCATION COMPETENCIES: FORMAT 2

Grade 3 Competencies

Body Awareness

The student shall:

1. explore sight, sound, tactile, and kinesthetic experiences within movement.

Rhythm

The student shall:

2. explore internal rhythms of the body through movement.

   respond to the underlying beat in a variety of rhythmic expressions.

Spatial Awareness

The student shall:

3. explore body movements in personal space, in contained space, and in the space of others.

   investigate body shapes, lines, angles, and curves while exploring spatial concepts.

Locomotor Patterns

The student shall:

4. demonstrate the eight basic locomotor movements.

   experience the developmental stages of axial body movement and natural body coordination.

Self Exploration/Improvisation

The student shall:

5. create a variety of movements through repetitive improvisation.

   experience ideas and emotions contained in songs, poems, or stories.

Choreography

The student shall:

6. explore and create a variety of repetitive movements.

Social Interaction

The student shall:

7. experience cooperation through movement activities related to self, others, and the environment.

Fitness

The student shall:

8. demonstrate increased strength, flexibility, coordination, and cardiovascular endurance through dance movement.

Knowledge

The student shall:

9. demonstrate an understanding of dance vocabulary.

Aesthetic Appreciation

The student shall:

10. develop an appreciation for dance through movement experience.

    experience the joy of creative and uninhibited movement.

Cultural Awareness

The student shall:

11. experience a variety of cultural styles in dance.

Grade 5 Competencies

Body Awareness

The student shall:

1. experience and demonstrate the contrast between isolated and whole body movement.

Rhythm

The student shall:

2. demonstrate the ability to move with rhythm and change rhythm based on varied meter and tempo.

Spatial Awareness

The student shall:

3. through problem solving activities, expand the concepts of spatial awareness and designs.

Locomotor Patterns

The student shall:

4. demonstrate the ability to combine locomotor movements and axial patterns into short sequences.

Self Exploration/Improvisation

The student shall:

5. combine various dance elements through improvisation.

Choreography

The student shall:

6. compose and learn short sequences or phrases of movement.

Social Interaction

The student shall:

7. recognize dance as a form of communication.

Fitness

The student shall:

8. participate in and experience a variety of individual and group fitness options.

Knowledge

The student shall:

9. accurately describe segments of movement steps and patterns through verbal and written expressions.

Aesthetic Appreciation

The student shall:

10. perceive and value originality in dance compositions, recognizing the uniqueness of oneself and others.

Cultural Awareness

The student shall:

11. recognize dance as a vehicle for cultural expression.

Grade 8 Competencies

Body Awareness

The student shall:

1. refine and exhibit proper body mechanics in performing a variety of dance skills.

Rhythm

The student shall:

2. design and reproduce rhythmic combinations using voice, body, and/or equipment.

Spatial Awareness

The student shall:

3. incorporate space into creative explorations and dance performance.

Locomotor Patterns

The student shall:

4. apply locomotor and axial combinations within selected dance forms.

Self Exploration/Improvisation

The student shall:

5. portray ideas and feelings through movement using improvisation.

Choreography

The student shall:

6. create short dance studies based on a definite problem.

Social Interaction

The student shall:

7. show an increased awareness and respect for others while participating, performing, or observing.

Fitness

The student shall:

8. integrate proper body mechanics and safety while experiencing dance related fitness options in educational, social, or personal leisure time activity.

Knowledge

The student shall:

9. identify characteristics of dance styles and discriminate between rhythm variations, spatial interactions, and daily applications of dance movement.

Aesthetic Appreciation

The student shall:

10. demonstrate skills of constructive criticism by making judgements about the aesthetic quality of dance works.

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11. associate cultural characteristics with a variety of dance styles, personalities, costumes, and techniques.

THE EXIT COMPETENCIES

BODY AWARENESS

THE STUDENT SHALL:

1. RECOGNIZE INDIVIDUAL ABILITIES AND ADJUST TO LIMITATIONS THROUGH DANCE MOVEMENT.

RHYTHM

THE STUDENT SHALL:

2. DISCRIMINATE BETWEEN RHYTHMICAL PATTERNS WHEN RESPONDING TO, PARTICIPATING IN, AND/OR PERFORMING DANCE MOVEMENT.

SPATIAL AWARENESS

THE STUDENT SHALL:

3. DEMONSTRATE AN APPROPRIATE USE OF SPACE DURING A VARIETY OF DANCE EXPERIENCES.

LOCOMOTOR PATTERNS

THE STUDENT SHALL:

4. CREATE AND PERFORM DANCE COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS.

SELF EXPLORATION/IMPROVISATION

THE STUDENT SHALL:

5. IMPROVISE TO SPECIFIC INSTRUCTIONS BOTH INDIVIDUALLY AND IN GROUPS.

CHOREOGRAPHY

THE STUDENT SHALL:

6. DEVELOP AN ORIGINAL DANCE USING THE ELEMENTS OF CHOREOGRAPHY.

SOCIAL INTERACTION

THE STUDENT SHALL:

7. DISPLAY INTERPERSONAL RELATIONSHIPS IN DANCE ACTIVITIES.

FITNESS

THE STUDENT SHALL:

8. EXHIBIT DANCE RELATED SKILLS IN ORDER TO EXPERIENCE LIFETIME DANCE PARTICIPATION AS A MEANS OF FITNESS.

KNOWLEDGE

THE STUDENT SHALL:

9. DEVELOP SELF AND GROUP EVALUATION SKILLS RELATED TO DANCE.

AESTHETIC APPRECIATION

THE STUDENT SHALL:

10. APPRECIATE DANCE AS A PERFORMER AND A SPECTATOR.

CULTURAL AWARENESS

THE STUDENT SHALL:

11. IDENTIFY THE ROLE OF DANCE IN CONTEMPORARY CULTURE FOR LEISURE TIME PURSUITS, HEALTH, AND SOCIAL ACTIVITIES.

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Hudson, FL 33567

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The Lloyd Shaw Foundation
12225 Saddle Strap Row
Hudson, FL 33567

Margery Turner
Modern Dance for High School and College
Prentice Hall Inc.
Box 500
Englewood Cliffs, NJ 07632

Ann Zirulnik and Jeanette Abeles
Resource Lists For Children's Dance
Michigan Council for the Arts
1200 Sixth Avenue
Detroit, MI 48226

GLOSSARY

Aesthetic - Appreciative or responsive to the beautiful/creative aspects of dance.

Axial Movements - Movement around the body's center on a fixed base. (ex: twist, sway, bend, reach)

Body Mechanics - Physiological movements centering around principles of balance, force, velocity, and space.

Body Awareness - Sensitivity to the body's movement and function.

Cardiorespiratory Endurance - Ability of heart, lungs and vascular systems to function efficiently at a high rate for an extended period of time.

Choreography - The art of planning and arranging dance movements into a meaningful whole, the process of building a composition.

Coordination - The rhythmical integration of motor and sensory systems into a harmonious working together of the body parts.

Creative Explorations - Experiencing the quality of originality and productiveness.

Dance Elements - Aspects of movement which effect dance expression. (space, texture, qualities, ideas)

Dance Movement - Body used as an instrument of expression.

Dance Performance - Exhibition of a refined movement experience.

Dance Skills - Basic body and mental preparation for execution of dance movement.

Dance Studies - Utilizing techniques of movement while arranging them into patterns or solutions to problems.

Dance Styles - Variety of avenues through which dance expression may be experienced. (social, ballet, modern, folk)

Flexibility - The range of motion of the various joints of the body.

Gait - Manner of walking, running or moving on foot.

Health-Related Fitness - Important to good health and freedom from hypokinetic diseases. The components include: cardiovascular fitness, strength, muscular endurance, flexibility and body fatness.

Improvisation - The act of composing/moving extemporaneously or on the spur of the moment.

Internal Rhythms - Natural rhythms produced by the body. (pulse, breath, gait)

Isolated Body Movement - Movement pertaining/directed to specific areas/parts of the body.

Kinesthetic - Awareness of, perception of, or sensitivity to variations in movement, tension, or position of the body.

Locomotor Movements - Movement which takes the body from one place to another. (The eight basic locomotor movements are walk, run, leap, jump, hop, gallop, slide, and skip)

Meter - Time in music or groupings of beats by means of accent to form the underlying rhythm within a measure.

Natural Body Coordination - Balance of movement among body parts. (opposition, peripheral, and central), (bend, twist, and sway)

Physical Fitness - The capability of the heart, blood vessels, lungs and muscles to function at optimal efficiency. Optimal efficiency means the most favorable health needed for the enthusiastic and pleasurable participation in daily tasks and recreational activities. Physical fitness is made up of 11 different parts: five are health-related and six are skill-related.

Rhythm - The regular pattern of movement and/or sound; a relationship between time and force factors.

Rhythmic Combinations - Interaction between movement variations using meter, steps, space.

Rhythmic Expressions - Means, beside the body, of showing rhythm patterns of movement and/or sound. (records, signing games, lummi stick activities)

Rhythmic Patterns - The grouping of beats for a series of dance step(s), just as for the melody of a song.

Skill-Related Fitness - Helps one perform important skills commonly used in work and play. The components include: agility, balance, coordination, power, reaction time and speed.

Social Interaction - Relationships between people.

Spatial - Pertaining to area in which one moves.

Spatial Awareness - A sense of relationship, through movement, to surroundings and self.

Spatial Concepts - Movement relationship of self to the space around you, other people and/or objects within that space using levels, directions, dimensions, paths.

Spatial Designs - Application of movement patterns into selected forms.

Spatial Interactions - Relationship between self, others, movement patterns, and objects as experienced when moving through space.

Strength - Amount of force and tension involved in creating movement corresponding to a strong time of energy release.

Tactile - Perceptible by touch; relating to the sense of touch.

Tempo - Rate of speed of movement.

Time Concepts - Similarities and differences in use of tempo to help create movement. (fast/slow, long/short, sudden/sustained)

Whole Body Movement - Interaction of axial, locomotor, and manipulative movements accompanied by internal involvement in movement expressions.